

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation of the study and definition of key terms. This chapter introduces the study and states the focus of the study.

1.1 Background of the Study

Speaking is one of main skills in language learning, especially English. Based on Moradi and Talebi (2014), among the four major skills, speaking seems mostly favored by every English language learner to create effective in communication with others in oral mode. It also has a critical function as a key for communication (Florez, 1999). Brown (2003), also suggests that speaking is a productive skill that can be directly and empirically observed. In short, speaking is a skill that enables the learners to express intended meaning in a communication. Therefore, the learner should be able to convey their meaning by using different types of speaking in communication.

There are some basic types of speaking. Brown (2000) mentions some basic types of speaking, these are imitative, intensive, responsive, interactive, and also extensive (monologue). Imitative speaking is defined as simply imitate a word or phrase or also a sentence, while intensive speaking is product of oral language that

is constructed combination of grammatical, phrasal, lexical or phonological. The next basic type is responsive speaking that gives learner opportunity to give response by giving one or two short questions such as greetings and small talk, simple requests, and comments. Interactive and responsive speaking have differences in the length and complexity of interaction. Interaction can be divided into two forms, these are transactional purpose which has exchange of specific information or purpose and interpersonal exchanges which have purpose to maintain social relationship. The last basic type is extensive (monologue) which has small interaction from the listener such as story-telling, speeches and oral interpretation. All those basic types of speaking may have several models.

Every models of speaking has different characteristic. Brown (2000) states that there are several characteristics of spoken language. The first one is clustering which becomes the output of the learners in stage of phrasal form or word by word. The second one is redundancy which means that the learners make a clearer meaning by redundancy. The third one is reduced form which relates to contractions, elisions, reduced vowel, etc. The next is performance variables which contains several kinds of filler that speaker used in speaking to give space or pauses in speaking, hesitations, backtracking and corrections. The next is colloquial language that is the use of slang language such as idioms and phrases of colloquial language. Another characteristic is rate of delivery of fluency in speaking. The next one is the most important characteristic of English pronunciation such as stress, rhythm and intonation. The last one is interaction as the richest component of speaking. The characteristics of those speaking models may be difficult to the

learner. Therefore, speaking strategy is needed to overcome those kind of difficulties.

Strategies are the use of specific actions, behaviours or step by learner to improve their language competence. These strategies can enhance the proses of internalizing, storing, retrieving of new language. There are some kind of strategies and one of them is Language Learning Strategy (LLS). LLS is a crucial aspect to consider because these strategies are essential for developing communicative competence that is needed in speaking” (Oxford, 1990). In line with this, Prabawa (2016) states that LLS is commonly used by some studies as theoretical bases. In this research, the strategy is defined as a way of learning that can help the learner becomes more successful in communication and their academic proficiency. LLS is divide into six categories these are memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. Besides, Brown (2003) mentions some learning strategies, there are micro- and macro skills. Micro skills refers to the production of the small chunks of language such as phonemes, morphemes, words, collocations and phrasal unit, while macro skills simply the speaker’s focus on fluency, discourse, function, style cohesion, nonverbal communication and strategic options.

In this research, the researcher focuses on AHF’s speaking achievement. He is a student of English Language Education Program Batch 2015 at Faculty of Culture Studies Universitas Brawijaya. The research subject is a student with a significant speaking achievement for the student among his batch such as first rank in Students’ Talent Day Debate 2015, N1 Adjudicator on Asian British

Parliamentary in Jakarta 2016, Quarterfinalist on Festival Bahasa SMADA English Debate Championship 2013, *Semifinalist Lomba Keterampilan Siswa Jawa-Timur Bidang Debat Bahasa Inggris 2013*. Besides, his batch, 2015 gets more complete speaking classes such as, basic speaking, intensive speaking, guided speaking and public speaking. Based on those achievements the researcher wants to reveal the speaking strategy used. The result of this research, hopefully can be shared to give positive suggestion in speaking English strategy for the readers.

1.2 Problem of the Study

Based on the background of the study, the problem of the study is what speaking strategy used by a student with high achievement in English Language Education Program batch 2015 ?

1.3 Objective of the Study

Related to the research problem above, the objective of conducting this study is to know the speaking strategy used by a student with high achievement in English Language Education Program batch 2015.

1.4 Significances of the Study

The findings of this research are expected to reveal speaking strategy of a student with high achievement in speaking of English Education Program Batch 2015 at Faculty of Culture Studies Universitas Brawijaya. Thus, the results of this study are expected to give beneficial input for students of Batch 2015 in speaking

strategy to get achievements. Then, for the future researchers hopefully this research can help them as the reference to conduct the future research.

1.5 Scope and Limitation of the Study

This research only focuses on a student with high achievement in speaking. The research subject is a student of English Language Education Program Batch 2015 Faculty of Culture Study at Universitas Brawijaya. This study only describes the speaking strategy of the research subject by using interview guideline and questionnaire adapted from Oxford's (1989) Strategy Inventory for Language Learning (SILL).

1.6 Definition of Key Terms

- 1. Speaking strategy** is a plan, step, or conscious action toward achievement of an objective in speaking.
- 2. High achievement student** is a student who has several achievements in speaking, joins some speaking competitions. The achievements are proved by some certificates.
- 3. English Language Education Program** is a major in Faculty of Cultural Studies in Universitas Brawijaya.